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ABSTRACT

When the Ohio State Board of Education began developing legislative recommendations for the 1992-93 biennium, the state's economic outlook was more positive. However, conditions changed dramatically and the state faced a budget deficit. While recognizing these economic limitations, the board proposed that the education system must move toward greater equity and excellence. Schools and administrative practices must be restructured in a way that involves all members of the educational community. Restructuring should be guided by several principles: The education budget should be the base of restructuring; collective bargaining should be used to improve education; necessary funding levels can be identified; and the state board should guide reform. The state board's legislative recommendations include children entering school prepared to learn; successful use of math, science and social studies at the third-grade level; student testing at five grade levels; high school graduates for the future; student access to alternative programs; financial incentives and sanctions in school-district restructuring; an increase in minority teaching staff; community responsibility for education; increased parent involvement; equal access to educational opportunities; school-district local revenue options; creative pilot projects, increased school-district efficiency; increased state board authority; and lifelong learning. (JPT)

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"...as will secure a thorough and efficient system of common schools"

Article VI, Section 2
Ohio Constitution

Restructuring the Common School in Ohio: The Path to Educational Progress

Policy and Budget Recommendations of the State Board of Education to the Governor and 119th General Assembly

Adopted December 10, 1990

"There shall be a state board of education... [and]...superintendent of public instruction..."

Article VI, Section 4
Ohio Constitution

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CONSTITUTIONAL RESPONSIBILITY FOR EDUCATION IN OHIO

The Ohio Constitution Article VI, Section 2 states that "The general assembly shall make such provision, by taxation, or otherwise, as, with the income arising from the school trust fund, will secure a thorough and efficient system of common schools throughout the state;"

Article VI, Section 3 states that "Provision shall be made by law for the organization, administration and control of the public school system of the state supported by public funds....."

Based on school finance court cases in other states with constitutional provisions similar to Ohio's, the Ohio Constitution may be reasonably interpreted as follows:

1. The General Assembly, not the local school district, bears full responsibility for providing an education system.
2. "Common" implies that schools must be available to all at no charge and implies a level of adequacy of uniform quality. Common schools must be supported by taxes and by their nature cannot be private.
3. "Thorough and efficient systems" implies a high degree of uniformity of programs and services. It implies an appropriate curriculum that is reasonably uniform for all children. It also implies each pupil in Ohio has an equal prospect for educational opportunities.

A practical test for "thorough and efficient system of common schools" is the question, "Would I, as a parent, be willing to have my children educated in any of the 612 school districts in Ohio?" If the answer is "no," the system would appear to be suspect.

LETTER OF TRANSMITTAL

TO: The Governor and 119th General Assembly

FROM: Paul Brickner, *President,* State Board of Education
Franklin B. Walter, *Superintendent of Public Instruction*

The State Board of Education and Superintendent of Public Instruction are pleased and proud to present this bold plan for restructuring Ohio's public school system. This plan provides the opportunity for the citizens of Ohio to make a substantial investment in the future. It is abundantly evident that investing in the "front end" of life is much more productive than draining public resources on programs which attempt to deal with those who have failed in school.

School children of the 1990's, as a group, are more difficult to teach than those of previous years. The increasing complexity of technology in the workplace demands more highly competent persons. Therefore, the educational program of the 1990's must be more sensitive and accommodating, as well as more rigorous and sophisticated. Additionally, all pupils must be successful as they move through the school program. This plan responds to the changing demographics in our social order and the increased demands of the workplace.

The issue of school finance equity is addressed in this plan. A review of court decisions in other states suggests that a legislative solution to equity issues is preferable to a judicial remedy.

Education is at the heart of our quality of life and international competitiveness. It is central to our economic strength, our technological advancement, our creativity in arts and sciences and the maintenance and improvement of our traditional values. Thus, we forward this bold plan with confidence that it will be given serious consideration.

We are aware of the tremendous budget pressures faced by the Governor and General Assembly, and thus desire to be helpful during the budget process. It is imperative that we deal effectively with the education crisis immediately.

A MESSAGE TO THE GOVERNOR AND MEMBERS OF THE GENERAL ASSEMBLY FROM THE STATE BOARD OF EDUCATION

There is an urgency to improve the outcomes of public education in Ohio.

The State Board of Education began its deliberations on the development of legislative recommendations approximately twelve months ago. At that time the economic conditions in the United States were much more favorable, and the situation in the Persian Gulf was not a consideration. Ohio's economic outlook was much more positive, and forecasts from the Office of Budget and Management indicated that, within the existing revenue structure, there would be additional funds available during the 1992-93 biennium.

Conditions have changed dramatically. Today the state faces spending cuts to avoid ending the fiscal year in a deficit. By many economic indicators, the nation may well be in an economic recession. The impact of the Persian Gulf situation on the economy is evident.

The State Board is cognizant of the economic situation. The proposals set forth in the recommendations, while being submitted at a time of unfavorable economic conditions, are bold recommendations which reflect the need for moving Ohio education toward equity and excellence. These recommendations are an honest assessment of what needs to be done. The State Board believes it is crucial to get the new mechanisms for state and local funding in place. It is understood that economic conditions may force the General Assembly to phase in full funding of those structures once they are in place.

Society needs to better prepare our young people for the demands of the future. The task of educating some young people is extremely difficult. A recent study directed by Nicholas Zill for the National Center for Health Statistics reports that one in four children nationwide have learning, emotional, behavioral or developmental problems. Family dynamics is another significant factor and includes: the increased number of children who experience parental divorce; children born outside of marriage; children raised in dysfunctional families or in low income, low educated households. The use of drugs, especially cocaine, is another significant factor. The recent study on the plight of the young black male has documented that society and the schools must serve this population differently and more effectively.

Many school districts and school buildings must restructure the way education is delivered much as the private sector has already done. The reallocation of existing resources must be a priority, and retraining of existing staff as well as a bold change in preparation of future educators is an imperative.

This restructuring includes changing the management hierarchy, placing the resources where they can most effectively be used to increase productivity, and establishing management-employee decision making.

Legislative Recommendations

Many school buildings and school districts in Ohio are restructuring. An excellent example are those school districts implementing the Classroom of the Future concepts.

The fiscal situation must be addressed. A number of school districts face serious financial problems. Equity in terms of availability of resources to provide improved educational outcomes has been identified by the State Board as the highest priority.

The restructuring of education through a collaborative effort among teachers, administrators, and boards of education is a prerequisite. The school improvement plans and pilot projects for site-based management are an important part of the State Board of Education's recommendations. Funds must be redirected to meet the new priorities, and additional funds must be targeted to restructuring and school improvement. Hence, the second priority of the State Board of Education is to target funding through categorical programs for the improvement of educational outcomes.

The recommendations continue to build upon those actions taken by the General Assembly for educational reform. They "stay the course" on implementing the reform legislation. They recognize the vital role of parents and the community in improving outcomes and address the needs for strong partnerships with business and labor. They continue to move toward accountability outcomes as the key factor in gaining public confidence and strengthening primary and secondary education. All Ohioans must understand that they share in the responsibility of educating our children and youth.

The State Board of Education commends the General Assembly for authorizing a thorough study of the school foundation program. Reform and these recommendations, in terms of educational equity, have been discussed with members of the General Assembly and particularly with Senator Robert Cupp and committee members studying school finance. Discussions have also been held with the Office of Budget and Management and with Representative Jo Ann Davidson, who is assisting Governor-elect Voinovich's transition team with matters pertaining to finance.

Governor-elect Voinovich and members of the General Assembly have clearly indicated that education will be a major priority during the 1991 legislative session and beyond. The State Board is aware that the constitutionality of Ohio's system for funding public education may be challenged in court.

It is the intent of the State Board of Education to work closely with the Governor, legislative leaders, and members of the General Assembly. It is also a priority to continue to work with the Coalition of Educational Organizations, business and labor, and all Ohioans to address the issues facing the education of our young people.

STATE BOARD OF EDUCATION POSITION STATEMENTS

The State Board of Education is not requesting additional policies and funds to continue business as usual. Ohio schools must be restructured to meet the demands of the 1990's and beyond. The following position statements have been adopted by the State Board:

1. The education budget should be the driving force of restructuring.
2. Collective bargaining should be identified as a process to facilitate education improvement. Labor and management should collaborate to ensure that collective bargaining becomes a vehicle to expand educational opportunities and improve pupil outcomes.
3. Expenditures needed to adequately educate each child can be identified.
4. In accordance with authority granted under section 3301.07 of the Ohio Revised Code, the State Board should become the catalyst for reform.

ASSUMPTIONS UNDERLYING THE STATE BOARD OF EDUCATION'S LEGISLATIVE RECOMMENDATIONS

The success of an educational system depends on its underlying assumptions. Where these assumptions are faulty, the educational system will also fail. Where educators assume that certain classes of children, such as the disadvantaged, are unable to learn at high levels, and have thus had low expectations of them, children's performance is low as a result. Where educators have taught as though all children learn in the same way and at the same speed, then a portion of those children are consigned to failure. Where educators have "dumbed down" curriculum for the disadvantaged, the children have not been challenged to their potential.

Where educators have not made these faulty assumptions, but have respected the right of every child to attain educational success, schooling has been effective. Successful educators have made the following assumptions:

1. All children can learn, and expectations for each child should be high.
2. Effective teaching will produce the desired learning outcomes.
3. Children of all socioeconomic classes are capable of mastering a challenging curriculum.
4. Every child needs an advocate.

The State Board of Education believes that these assumptions undergird restructuring and reform. The legislative recommendations presented reflect these assumptions.

URGENCY FOR RESTRUCTURING THE COMMON SCHOOL

Historically our nation and our state have been strong and viable. Many factors have contributed to this strength and vitality—abundance of natural resources, traditional values and ethical standards, work ethic, and the "common" school. In fact, the concept of the "common" school has brought all these factors together. The school has played a critical role in molding a very heterogeneous citizenry into a great nation.

The school system has been our link with political democracy and economic independence. America's way of life—social justice, political freedom, and economic vitality—has attracted immigrants from every corner of the globe, and they are still coming.

Over the years, our values and work ethic have deteriorated. The social order has become more violent. At the same time, the workplace has become more technical and sophisticated, our workers have become less diligent. During this period of social and economic decline, other nations have moved forward and thus America is not in favorable position in the world marketplace.

The "common" school that served so well in the past is not able to cope effectively with the changes in the social and economic order. The school system must be restructured immediately to accommodate the current social and economic needs. The call for reform during the decade of the 1980's produced minimal results. The nation can wait no longer. Some voices in our nation are crying out to scrap the "common" school system in favor of a market-driven series of independent schools that are somewhat regulated by the government.

The State Board of Education believes the common school can and will be restructured to more appropriately serve. Obviously, there are major challenges involved in the restructuring effort. Five such challenges are

1. Parents and the community will be encouraged to be even more involved in education.
2. Our schools will provide a positive environment that is safe and conducive to learning.
3. One hundred percent of Ohio's students will graduate by the year 2000.
4. Students will have a strong foundation in language, mathematics, science, and technology.
5. Graduates will be prepared for lifelong learning and employment.

A new standard for an educated citizenry is required. America's citizens must be as creative, knowledgeable, competent, and inventive as those elsewhere in the world. All citizens—not just part of them—must be capable of thinking for a living, adapting to changing environments, and understanding the world around them.

The State Board of Education's policy and budget recommendations convey a sense of urgency for education reform and restructuring. Hopefully, together, we can move forward quickly enough to preserve our way of life.

INTRODUCTION

State policy needs to be altered to allow the state's school system to be restructured to accommodate the requirements of the changing social order and workplace. At the same time. it is imperative that the state school system become more equitable. Restructuring and increas. g the equity of the system must move forward together. Both movements require difficult decisions, definite sacrifices and considerable discomfort within and beyond the system. Financial equity must be addressed not only to fend off a constitutional challenge, but to provide an equal opportunity to all Ohio children. Restructuring must be addressed to ensure academic and/or vocational success for all pupils.

The school system is not organized to cope effectively with high concentrations of disadvantaged pupils. In particular, such changes as preschool for three- and four-year olds, parent training, Personal Pupil Education Plan for each pupil must be incorporated in the restructured school. Staff development must become a serious component of the new era in schooling. Research and development will be an integral activity.

Facilities, equipment, and teaching material must reflect the technology in the workplace. Thus restructuring must focus on the appropriate materials as well as the human aspect.

The policy and budget recommendations do not represent a business-as-usual approach. Reform and restructuring are the primary focus. These recommendations are grouped by the following outcomes:

1. All children will come to school ready to learn
2. All children can successfully communicate and utilize math, science, and social studies concepts at the for third-grade developmental level
3. Students will remain on grade level as evidenced by achievement on the fourth, sixth, eighth, and tenth grade tests and all students will pass the Ohio ninth-grade proficiency tests
4. All students will graduate and be ready for higher education, the world of work, or both
5. Students will have access to alternative programs for appropriate educational opportunities, as needed
6. Restructuring of school districts will be encouraged through rewards including financial incentives, and sanctions will be applied to deficient districts
7. More minorities will enter the teaching profession
8. The education of every child will be a community responsibility, not just the school's responsibility
9. Parents will become actively involved in the education of their children
10. All Ohio school children will have access to equitable educational opportunities
11. School district local revenue options will provide growth in revenue
12. Research and development will lead to creative pilot projects in school districts
13. Changes in school district organization and realignment of resources will increase efficiency in operation
14. The State Board of Education will enhance its authority to deal with educational issues
15. The education system will foster lifelong learning

LEGISLATIVE RECOMMENDATIONS

Education will be judged by the quality of its students. Outcomes are the bottom line for the educational system. Parents, businesses, and the community-at-large evaluate schools on the basis of outcomes. The new social and economic order demand results, and thus schools will be held accountable for the educational performance of pupils.

ALL CHILDREN WILL COME TO SCHOOL READY TO LEARN

Research has documented that it is more cost effective to fund the "front-end" of life than to pay later when the child has experienced failure. At-risk children who participate in preschool programs show lasting effects in later school success, in being less likely to drop out, in reduced rates of incarceration, and in less dependency on welfare programs. An investment in preschool programs saves not only financially but also averts a loss of valuable human resources.

To achieve these outcomes, the following recommendations are:

1. Permit the State Board of Education to charter any prekindergarten program that meets the rules promulgated by the State Board of Education.
2. Fund prekindergarten programs on a teacher unit basis. Also authorize the State Board of Education to promulgate a standard for the prekindergarten unit and set criteria for determining the priority for funding units. Disadvantaged children would have highest priority, specifically black males.
3. Increase Head Start subsidy from $13,729,472 to $18,000,000 annually, as recommended by the Governor's Commission on Socially Disadvantaged Black Males.
4. Increase public school preschool subsidy from $13,729,472 to $32,000,000 the first year, and $34,000,000 the second year, as recommended by the Governor's Commission on Socially Disadvantaged Black Males.
5. Provide funding for 1,000 preschool handicapped units in FY92 and 1,200 units in FY93 and fund all preschool handicapped programs from line item 577.

ALL CHILDREN CAN SUCCESSFULLY COMMUNICATE AND UTILIZE MATH, SCIENCE, AND SOCIAL STUDIES CONCEPTS AT THE THIRD-GRADE DEVELOPMENTAL LEVEL

A solid beginning in the basics of education is essential for later success in school. All children must enter the third grade with the skills necessary to be successful. If a student falls behind at this level, it is extremely difficult to catch up later.

Most children now come from homes in which no parent is at home during the day. There are many young children who return from school to an unsupervised home. Lack of supervision sets the stage for involvement in drugs and for behavior which is unhealthy for the pupil and detrimental to his/her education.

To achieve this outcome, the following recommendations are:

1. Fund Reading Recovery at the FY91 appropriation level.
2. Permit school districts to spend general revenue money on latchkey services regardless of the availability of state subsidy.
3. Fund latchkey services on a grant basis within Early Children Education, line item 533. Additionally, permit districts to charge latchkey fees on a sliding scale with children from families receiving Aid to Dependent Children (ADC) and very low income pupils having no fee. Eliminate the adoption grant program in line item 533 and increase the subsidy to $500,000 annually.
4. Authorize the State Board of Education to promulgate latchkey rules.
5. Provide a substantive increase in funding for the Third Grade Guarantee program from $1,000,000 to $2,000,000 annually, as recommended by the Governor's Commission on Socially Disadvantaged Black Males. In the distribution of funds, local district fiscal capacity shall be considered.

STUDENTS WILL REMAIN ON GRADE LEVEL AS EVIDENCED BY ACHIEVEMENT ON THE FOURTH, SIXTH, EIGHTH, AND TENTH GRADE TESTS AND ALL STUDENTS WILL PASS THE OHIO NINTH-GRADE PROFICIENCY TESTS

Children must perform at grade level in order to ensure success through the whole educational process. If a student appears to be falling below grade level, the school district must provide the appropriate academic support so that the pupil does not fall further behind.

Society has the right to expect that students can perform at a certain minimal level of competence before they graduate from high school. The ninth grade proficiency test sets the level at which all students should perform in order to receive a diploma.

To achieve these goals, the following recommendations are:

1. Require all school districts to provide a Personal Pupil Education Plan (PPEP) for all pupils by the year 1995, as recommended by the Governor's Commission on Socially Disadvantaged Black Males. The PPEP shall include career decision-making and career planning and shall require a career plan for each eighth grade pupil. The State Board of Education shall establish standards with regard to the PPEP.
2. Expand the summer-school remediation program.
3. Require the Department of Education to provide technical assistance to districts in formulating Personal Pupil Education Plans and strategies for improving outcomes of socially disadvantaged black males.
4. Provide funding for regular after-school tutoring to keep students on grade level, thereby reducing classroom disruptions, as recommended by the Governor's Commission on Socially Disadvantaged Black Males.

ALL STUDENTS WILL GRADUATE AND BE READY FOR HIGHER EDUCATION, THE WORLD OF WORK, OR BOTH

Participation in a world economy requires an educational system that graduates students highly skilled in math, science, and technology. The education system must aim toward the goal of being first in the world in math and science. Students must also be competent in English, history, geography, economics, and government. Society cannot afford students who cannot communicate effectively and are ignorant of significant historical events and geographical features. To have the skilled workforce necessary to compete effectively in a world market, Ohio must also achieve 100 percent graduation rate. The schools must graduate literate, skilled, knowledgeable citizens who can participate effectively in a sophisticated workplace and democratic society.

School districts must effectively educate students with a multiplicity of problems unheard of in past decades. Schools must become skilled in dealing with teen parents, with cocaine babies, with at-risk children, with abused children, with drug-addicted students, with children from single-parent homes, with significant numbers of children living in poverty. These educational challenges must be met in a more demanding environment which cannot afford the luxury of a high dropout rate or an under-educated citizenry.

Character education is a critical component of a student's preparation for participation in a democratic society. Knowledge without an emphasis on citizenship is mere facts isolated from a meaningful social context.

To achieve these goals, the following recommendations are:

1. Require each school district to prepare a school improvement plan with emphasis on one hundred percent graduation rate, higher academic and technical achievement levels, improvement of daily attendance rate, and civic and ethical responsibility. A separate plan for each building in the district would be required. Also, the State Board of Education would develop standards.
2. Provide funding to develop a student follow-up system that will track all college-preparatory graduates.
3. Provide for a textbook subsidy on a grant basis, with highest priority to poorest districts.
4. Provide for a science equipment subsidy on a grant basis, with highest priority to poorest districts.
5. Require all school districts to provide all students with materials necessary to implement the curriculum and require that textbooks be current.
6. Incorporate into the vocational education unit allotment, a provision to share more equitably the cost of state-mandated extended service for selected vocational education programs.
7. Require each district with 20 percent or more ADC to submit a plan to the Department of Education that shows adequate nursing services, counseling services, and social workers are being provided from their own resources. The plan should emphasize collaboration with social service agencies.

8. Require each school district to provide appropriate programs and services for each gifted pupil when state units are available to the district. Set aside $100,000 for 5 grants of $20,000 each for school districts to develop plans to serve the gifted. The grants should be distributed so that rural, urban, and suburban districts are represented.
9. Increase the number of gifted pupil program units to 800 in FY92 and 1,200 in FY93.
10. Expand summer institutes for gifted and talented students through an appropriation of $1,000,000 per year and extend the program to incoming sophomores.
11. Provide for 7,591 secondary vocational education units in FY92 and 7,789 units in FY93.
12. Remove the cap on joint vocational academic units.
13. Increase the appropriation for educational aides for multihandicapped special classes.
14. Combine line item 504, Special Education, and line item 549, County MR/DD Special Education, into a single line item.
15. Increase the course fee a school district may charge for driver education service from $50 to $60 per pupil, not to exceed the district's actual cost per pupil, minus the state subsidy per pupil amount.
16. Increase the set-aside for the Department of Youth Services tuition deduction.
17. Increase the unit allowance funding for special education and for gifted education.
18. Require curricula and instruction for each vocational education program to be competency-based and based on a comprehensive and employer-verified competency list. Development of the employer-verified competency list will have statewide emphasis.
19. Require vocational education planning districts (VEPDs) to provide each completer of a vocational program with an individual career passport which
    - Includes documentation of work and/or community experiences
    - Profiles the student's performance or competency levels, achievement levels, leadership experiences, and attendance records
    - Provides career credentials
20. Maintain or increase subsidy line items as follows:
    - Increase the Teenage Sexuality and Pregnancy Program from $1,027,250 to $1,625,000 each year.
    - Provide an appropriation of $2,476,516 in FY92 and $2,600,342 in FY93 for Vocational Education—Administration Match.
    - Maintain current appropriation level in the vocational education equipment subsidy and the career education subsidy.
    - Provide for an inflationary increase in economic education and require an evaluation of the program.
    - Increase the funding level of Jobs for Ohio Grads (JOG) to $1,937,250 in FY92 and $2,436,660 in FY93.
    - Increase the Uniform School Accounting Network to $11,137,400 in FY92 and $11,895,100 in FY93.

STUDENTS WILL HAVE ACCESS TO ALTERNATIVE PROGRAMS FOR APPROPRIATE EDUCATIONAL OPPORTUNITIES, AS NEEDED

The demands of a new social order and the imperatives of the workplace require the educational system to look beyond traditional educational programs. The educational system must help provide alternative programming for pupils who have demonstrated an inability to function in a traditional classroom setting or who need an alternative educational program to meet particular educational talents and interests.

To achieve this goal, the following recommendations are:

1. Provide incentives, either financial and/or through releasing schools from specified mandates, for school districts that establish magnets or alternative education programs, including joint vocational school districts. Both the fund distribution and release from mandates shall be governed by State Board of Education Standards.
2. Establish a subsidy in the amount of $1,000,000 per year for the purpose of the National Science Foundation Program.
3. Provide for a residential school to serve 500 pupils gifted in math, science and technology through appropriations as follows:
   - For a planning grant in the amount of $100,000 in FY92
   - For a classroom facility grant of $5,000,000 in FY93
   - For a residential facility grant in the amount of $5,000,000 in FY93.
4. The State Board of Education supports the Ohio Board of Regents' Freshman Foothold Scholarship Program which provides 50 percent of the freshman year tuition for low- and middle-income students.
5. Provide for residential educational centers for violent, disruptive, and chemically-dependent youths whose home and neighborhood environments are destroying their ability to be productive in their neighborhood schools. In situations which warrant such, make provisions for educational programs in hospital and treatment centers.
6. Provide alternative education programs and sites for students identified as discipline problems and assigned by the local board of education through its code of conduct or through legal referrals, as recommended by the Governor's Commission on Socially Disadvantaged Black Males.
7. Provide funding and incentives for in-school suspension programs and for the reduction of out-of-school suspension, as recommended by the Governor's Commission on Socially Disadvantaged Black Males.
8. Establish or identify a pilot program to keep those students in school who are age 16 or older and are not on schedule to graduate on time.
9. Permit schools to provide a formalized work-study option in which a student would go to high school for 5 years, working part-time and attending school part-time.

RESTRUCTURING OF SCHOOL DISTRICTS WILL BE ENCOURAGED THROUGH REWARDS, INCLUDING FINANCIAL INCENTIVES. SANCTIONS WILL BE APPLIED TO DEFICIENT DISTRICTS

Accountability of the system to students, parents, citizens, business community, and taxpayers is essential for a viable public institution. Schools are held accountable for operating an efficient and well-managed educational system. They are charged with the responsibility of educating the next generation in a manner which ensures that society will be prepared to meet the challenges of the twenty-first century.

After more than a decade of education reform, improvement in pupil outcomes has been negligible. Merely adding additional money for the current school structures will likely not produce the desired results. Although equity in funding must be a priority, new levels of revenue must be targeted toward restructuring schooling.

To achieve this goal, the following recommendations are:

1. Restructure the educational system through the following:
   - Establish state-supported pilot projects for site-based management by providing $1,000,000 in FY92 and $2,000,000 in FY93.
   - Establish state-supported pilot projects for school-community councils, which involve a team of teachers, parents and the principal. These councils would make decisions regarding personnel, curriculum, code of discipline, and other education-related matters.
   - Establish a comprehensive inservice education program to develop individual growth plans for each professional employee.
   - Increase teacher development from $2,000,000 to $5,000,000 annually and direct that funds be used for staff development on intervention strategies, classroom management, discipline, phonics, individual pupil education plans, and upgrading content-area skills presented by scholars, as recommended by the Governor's Commission on Socially Disadvantaged Black Males.
   - Provide funding for additional days in the school year for teacher inservice.
   - Increase inservice teacher training from $485,049 to $827,938 in FY92 and $735,000 in FY93 to accommodate the employment of current staff and develop materials for entry year, interventions, etc.
   - Require that all teachers be evaluated annually and provide funding for additional peer review programs.
   - Provide $7,500,000 each year for entry year and require an evaluation component.
   - Provide a subsidy for Leadership Academies including preservice training for administrators:
     - Preservice training - $200,000 in FY92 for planning and $1,000,000 in FY93 for first year implementation.
     - Inservice academies - $200,000 for FY92 for planning and $2,000,000 in FY93 for first year implementation.

- Provide $10,625,000 for the biennium to provide appropriate training for Classroom of the Future implementation for approximately one-fifth of the teachers each year of the biennium.
- Extend to all school districts the option to permit a person without a teaching certificate to teach up to 6 hours per week.
- Provide an appropriation of $250,000 in FY92 for a State Board of Education appointed committee to study satellite and other communication systems. The report shall be provided to the State Board of Education by January 1, 1992. The State Board of Education shall contract with an independent research firm to provide technical assistance.
- Maintain the current appropriation level for educational television subsidy and include an amount of $15,600,000 for school districts for satellite dishes on an equalized basis with the poorest districts being funded first.
- Consolidate current and newly recommended subsidy line items. Provide clustering of some line items into entitlement programs that will be distributed on an equalized basis.
- Provide authority for Vocational Education Planning Districts (VEPDs) to centralize the fiscal and program management responsibilities of vocational education within a single administrative entity. Require VEPDs to prepare, in accordance with State Board of Education standards, an annual comprehensive vocational education plan which includes the following:
  - Input from all involved school districts and community agencies
  - Strategies to facilitate academic and vocational collaboration
  - Professional development components
  - Strategies to communicate the outcomes of vocational education to specific publics
  - Strategies for system improvement and renewal
  - A transportation plan to assure access and participation for all students in applicable educational programs
  - Reallocation of state and federal resources in response to the plan.
- Provide $100,000 for a vocational leadership institute to provide inservice training.

2. Reward restructuring and improvement through the following recommendations:
   - Provide for bonuses equal to an established percentage of each teacher's salary in each building that has demonstrated significant educational improvement in accordance with standards established by the State Board of Education. Bonuses would be used for one or more purposes, such as one-time pay increases, staff development, materials, additional personnel, etc., as determined by a majority of the teachers. These buildings can apply for a waiver of any or all State Board of Education standards.
   - In those buildings determined to be excellent, provide that teachers will have input in the employment of new teachers for their building.
   - Provide that buildings which demonstrate significant educational improvement as defined by State Board of Education standards be designated as hall-of-fame buildings at ceremonies held by the State Board of Education each year.

- Provide that 100 teachers be inducted into the educator's hall-of-fame each year. These teachers will become ambassadors for educational improvement for the year and will be paid a stipend and expenses for nonschool time spent.
- Provide that 2 administrators be inducted into the educator's hall of fame each year.

3. Provide authority for the following sanctions for deficient districts:
   - Freeze the salaries of professional staff persons in buildings identified as deficient under State Board of Education rules. The employees' accrued increases shall be held in escrow and paid to professional staff persons at such time as the building is no longer identified as deficient.
   - Suspend teachers' tenure in school buildings that have been identified under the State Board of Education rules as a deficient building for a period of two or more years.
   - Release professional employees, with no appeal procedure, in school buildings that have been identified under State Board of Education rules as deficient buildings for a period of 4 years.
   - Remove the superintendent and board of education of a district that has been identified under State Board of Education rules as a deficient district for a period of 4 consecutive years and appoint new officials. The new superintendent will be appointed by the Superintendent of Public Instruction and the new board members will be appointed by the court of common pleas.
   - Expand the authority of the State Board of Education to consolidate or deconsolidate deficient school districts.
   - Provide that any student attending a building identified under State Board of Education standards as deficient may attend any public school that will accept him or her with tuition being paid by the district of residence.
   - Require the State Board of Education to develop procedures for instituting the sanctions and rewards including procedures for the protection of those teachers who have been determined to be effective teachers through the evaluation process.

MORE MINORITIES WILL ENTER THE TEACHING PROFESSION

It is essential that minority children have classes with minority teachers as they move through the educational system. Minority teachers not only serve as role models for minority children, but they are also important models for nonminority children.

To achieve this goal, the following recommendations are:

1. Establish an appropriation of $90,000 for each year of the biennium for inclusion in the Ohio Student Loan Commission budget for administration of the Teacher Education Loan Program.
2. Expand and enhance the teacher education loan program with emphasis on attracting minorities, as recommended by the Governor's Commission on Socially Disadvantaged Black Males.

3. Waive 3-year teaching requirement for areas of need, including for minority persons, as recommended by the Governor's Commission on Socially Disadvantaged Black Males. Areas of need to be determined by the Department of Education.

THE EDUCATION OF EVERY CHILD WILL BE A COMMUNITY RESPONSIBILITY, NOT JUST THE SCHOOLS' RESPONSIBILITY

Our society has high expectations of the educational system, which can only be met through collaboration among all the stakeholders. The problems and challenges facing the educational system are too comprehensive and far-reaching to be solved by the education community alone. For example, the plight of homeless children is a problem schools have not had to deal with in the past. Social problems of this complexity require the collaboration of all sectors of society. The business community, social service agencies, parents, and the general public must all be involved in the educational arena. The whole composition of our society requires a highly educated population, and we cannot afford failure in this endeavor.

A reallocation of resources through collaboration is a more efficient way to provide educational services. A collaborative delivery of educational services avoids duplication of effort, provides the service when and where it is most needed, and uses to the best advantage the special expertise of various segments of society.

To achieve this goal, the following recommendations are:

1. Provide for additional personnel positions and maintenance funds within the Department of Education budget to provide state leadership in promoting school-business partnerships in order to establish viable business partnerships in each school district in Ohio.
2. Require a statewide communication plan in collaboration with business, industry, labor, education, and community and governmental agencies to improve and enhance public awareness, understanding, and support for Ohio's education system.
3. Encourage collaboration between schools and social service agencies with the following, as recommended by the Governor's Commission on Socially Disadvantaged Black Males:
   - Provide fiscal incentives to schools for collaboration with all social service agencies.
   - Identify current models of collaboration among social agencies which are being successfully used in the state and publicize them statewide.
   - Provide inservice education opportunities to help schools set up collaborative programs.
   - Require human service providers, including social workers and juvenile court services, to seek space from schools when moving or to set up satellite offices at schools as space is available and agreements can be reached.
   - Require human service providers, including social workers and juvenile court services, to formulate a plan to integrate these services with the schools.
   - Provide $100,000 to fund leadership for implementation of collaboration between schools and social service agencies.

4. Require the Department of Human Services to establish family resource centers in or near school buildings that have 20 percent or more ADC students. These centers would be operated by Human Services, but services would be provided at the request of school personnel.

PARENTS WILL BECOME ACTIVELY INVOLVED IN THE EDUCATION OF THEIR CHILDREN

A key element in the educational success of students is parental involvement in the educational process. Active involvement of parents provides a link between the home and the school which benefits students. Parental involvement reinforces what schools are trying to accomplish.

To achieve this goal, the following recommendations are:

1. Increase the funding for Parents as Teachers program from $500,000 to $750,000 each year of the biennium.
2. Increase the funding for "Training Ohio's Parents for Success" from $200,000 to $750,000 in FY92 and FY93.
3. Require the scheduling of two parent-teacher conferences for the parents of all K-12 students.
4. Provide funding for the Equals program to involve parents in their children's education and to teach parents how to teach math and science at home. Provide $1,000,000 in FY92 and $2,000,000 in FY93.

ALL OHIO SCHOOL CHILDREN WILL HAVE ACCESS TO EQUITABLE EDUCATIONAL OPPORTUNITIES

The education a child receives must not depend on accidents of district wealth or geographical location. The state has a vested interest in ensuring that every child is well educated. Funding for school districts must be distributed so that all school children have a substantially equal opportunity for a high-quality education.

The current formula is working. It allocates more state money to low property-value districts and less money to property-wealthy district. Despite the equalizing effect of the formula, inequities arise from disparities in local property wealth. The formula is not able to compensate entirely for the differences in local property wealth, and consequently the funding pattern is becoming more inequitable.

In fiscal year 1980 the most wealthy districts (the top 20 percent of students in valuation per pupil) received 13 percent more money in combination of basic aid and 20 mills of local revenue than the bottom 20 percent of the students. In fiscal year 1990 the wealthy quintile received 21 percent more than the poorest quintile, up 7 percent from the previous decade. The inability of the formula to compensate for differences in total revenue, that is, the total local revenue and total state revenue, is even more pronounced. In fiscal year 1980 the wealthiest quintile received 31 percent more total revenue from state and local sources than the poorest quintile.

In fiscal year 1990 the wealthiest received 47 percent more. Thus, the total resources available to the students in the wealthiest districts has increased 16 percent over the total resources available to the children in the poorest districts.

Thus, there are weaknesses in the system despite the fact that the formula is working. These weaknesses are those aspects of the system that contribute to unjustified variations in spending per pupil, to a high positive correlation between per pupil expenditure and district wealth and to an inverse relationship between tax effort and spending.

A. Weaknesses in State Funding Formula

Weakness 1—From 1980 to 1989 the average expenditure per pupil went from 59 percent above the foundation level to 70 percent above the foundation level. The equalizing effect of basic aid has been lessened.

Weakness 2—Categorical program allocations are not equalized. Districts get the same allocation for the same number of units regardless of local property wealth. The rationale is that if we equalize basic aid, why shouldn't we equalize categorical aid also.

Weakness 3—The guarantees diminish the equalization effects of the formula by giving more basic aid to districts than they would get with the formula calculation.

Weakness 4—Present charge-off does not accurately measure the ability of districts to pay the local share of the basic program.

Weakness 5—Only small effort is given to the funding of capital improvements from the state level.

B. Weaknesses in Local Property Tax Law

Weakness 1—Application of tax reduction factors pursuant to Section 319.301 of the Ohio Revised Code, limits growth in local property tax revenues to inside millage, new construction, and increased value of tangible personal property. This forces many school districts to have to repeatedly go to the voters to approve levies to keep pace with inflation.

Adequacy of funding must also be assured in order to make equity possible. The state is responsible for devising an educational funding system which provides every school district sufficient funds in combination of state and local revenues to operate an educational program of high quality. Inadequate funds for some or all districts produces an educational system of inferior quality. Our state and national goals cannot tolerate a school system with inadequate or inequitable resources.

Revisions to the funding system which address the issue of adequacy and the above weaknesses include the following recommendations:

1. Establish greater equity by the following provisions:
   - Provide an increase in the foundation level or basic expenditure level and minimum teacher salary, as follows (See appendix for full budget):

     Foundation level of $3,038 in FY92 and $3,106 in FY93 or equivalent basic expenditure level and minimum teacher salary of $20,000 in FY92 and $20,500 in FY93.
   - Add an income factor to the basic aid formula.
   - Equalize the distribution of money for vocational education, special education, gifted education, and transportation.

- Phase out the guarantee on basic aid.
- Increase the charge-off for basic aid.
- Remove the cap on joint vocational school tax base equalization.
- Provide a factor to be applied to each vocational unit to reflect the additional costs of educating special education students in the particular vocational unit.
- Develop a plan to redistribute the public utility revenue on a statewide basis.
- Establish an equalization program for school capital expenditures. This may be accomplished by expanding the current classroom facilities loan program, asbestos removal program, access to the handicapped program, emergency repair program and equalizing building funds on the basis of one mill raising the same amount of money in each district.

2. Permit kindergarten programs that meet 5 hours per day to be funded on the basis of 1 full-time equivalent per pupil.
3. Establish a minimum of $22,000 for each teacher by moving those teachers under $22,000 on the minimum teachers salary schedule up to $22,000.
4. Provide state funding for school facilities either through capital outlay or issuance of bonds.
5. Revise the recalculation of basic aid for districts that have lost revenue due to a bankruptcy (bankruptcies) so that the recalculation is not a loan and does not need to be repaid.
6. Recalculate assessed valuation to reflect the impact of actual taxes levied.
7. Provide authority for reimbursement to school districts for transporting students to and from any authorized program, including vocational education programs.
8. Maintain or increase the appropriation level for the following:
   - Provide $4,500,000 each year for the Educational Mobility Assistance Program (EMAP) to bring the per pupil amount up to $300 per pupil.
   - Change the Educational Mobility Assistance Program qualifier from 25 percent minority to 15 percent minority.
   - Increase pupil transportation to $206,000,000 in FY92 and $212,000,000 in FY93.
   - Provide a subsidy for school bus purchase in the amount of $28,800,000 in FY92 and $31,200,000 in FY93.
   - Eliminate the 240-mile cap for bus travel outside the state.
   - Provide a classification of buses to be known as "activity" buses.
   - Provide an inflationary increase in each tier and require a smaller percentage of funds to be expended on specified programs in Disadvantaged Pupil Impact Aid (DPIA).
   - Increase the per pupil Disadvantaged Pupil Program Fund to $225 per ADC student, and thus appropriate $56,000,000 per year.
9. Restore the 1985 income tax rate and earmark the increase for education.

SCHOOL DISTRICT LOCAL REVENUE OPTIONS WILL PROVIDE GROWTH IN REVENUE

Local revenue accounts for approximately half of the state and local partnership for financing of Ohio schools. A healthy school system relies on the ability of localities to generate their share of education revenues. The local option income tax has opened up an alternative avenue for raising local revenue, but most districts continue to rely on the property tax as the main source of local revenue.

The tax reduction factor applied to millage rates on real property severely constrains the growth of revenue from this tax source. Growth on real property comes only from inside millage and from new construction. Aside from these sources of new revenue, the revenue from a levy does not increase as assessed valuations increase. Consequently, school districts must continually pass levies in order to stay even with inflationary increases in costs.

Since school levies are one of the few tax issues on which citizens can express an opinion, it is likely that school levies bear the brunt of dissatisfaction with taxes in general. Providing some mechanisms to free up the generation of local property tax revenue would benefit school districts immensely.

To achieve this goal, the following recommendations are:

1. Modify the local income tax option for school districts to exclude income on estate.
2. Change the time line for adopting an income tax resolution from 85 days to 75 days before the election date. The 85 days time line for income tax resolutions requires a board to adopt a resolution for the November election prior to the August election date, in case the August levy fails.
3. Authorize boards of education to propose levies that are not subject to tax reduction factors.
4. Replace both the 10 percent and 2 1/2 percent rollback with a property tax circuit breaker.
5. Increase the qualifier for state aid and the 20 mill floor.
6. Provide increased growth in local revenue by converting outside millage to inside millage to a maximum of 20.
7. Permit permanent improvement levies to be either for a limited or continuing period of time.
8. Require businesses to pay at least 50 percent of personal tangible taxes when they are initially due.
9. Increase the joint vocational school district 2 mill floor if the 20 mill floor is raised, in order to maintain parity.
10. If requested by a board of education, require cities, villages, and townships to make a payment in lieu of taxes to school districts for 50 percent of the losses due to tax abated property.
11. Permit districts to levy impact taxes for school districts with large amounts of new housing construction.

RESEARCH AND DEVELOPMENT WILL LEAD TO CREATIVE PILOT PROJECTS IN SCHOOL DISTRICTS

Research and development is a costly but essential component of the reform effort in education. Calls for change at the school district level have tended to ignore the value of offering grants to school districts for research and development of innovative and effective programs. Typically, grants have been used to promote particular programs of interest to policy makers, rather than as a means to open up the creativity of school district personnel.

To achieve this goal, the following recommendation is made:

1. Provide for Research and Development Incentive grants within line item 200-812.

CHANGES IN SCHOOL DISTRICT ORGANIZATION AND REALIGNMENT OF RESOURCES WILL INCREASE EFFICIENCY IN OPERATION

School districts have identified components of their organization which need fine tuning in order to perform more effectively. As with any organization, school districts are constantly changing and evolving their method of doing business, and this change creates a need to request legislative action in particular areas.

To achieve this goal, the following recommendations are:

1. Permit a city, exempted village, or local board of education to appoint a hearing officer to hear an appeal of contract nonrenewal, with hearing officer fees approved by the Department of Education.
2. Require the bargaining unit to sign the fiscal certificate in addition to the school district fiscal officers.
3. Request authority for districts to charge the child's district of residence for the cost of preparing the Individualized Education Program for a child enrolled in a Mentally Retarded/Developmentally Disabled program.
4. Increase the annual membership fee permitted for one or more accrediting associations to $400 and eliminate the current statutory cap on expenditures for expenses for accreditation activities and school evaluations.
5. Transfer to local boards the requirement that county boards approve school bus drivers and that the county board certify to the local districts these individuals as being at least eighteen years of age, of good moral character, and physically and otherwise qualified for such a position.
6. Require boards of education to establish a spending reserve.
7. Require the district residence of the parent to assume the responsibility of tuition for the child when a court changes the custody of a child.

8. Provide authority for boards of education to revoke employment contracts not signed and returned 30 days after issuance.
9. Require all classified school employment to be governed by Section 3300 of the Ohio Revised Code.
10. If a district is in the state loan program and is transferred or consolidated, provide that the state will pay off the commercial loan.
11. Permit county boards of education to employ any class of professionals in lieu of persons with supervisor's certificates by amending section 3317.11 of the Ohio Revised Code.
12. Revise the bus purchase procedure to reflect a per pupil or per mile distribution and allow contractor districts to use bus purchase money as part of the contract price.
13. Amend the current law to change the percentage of average daily membership being retained in the home district for each pupil attending a joint vocational school (JVS), from the current 25 percent to a percentage that corresponds to the percentage of eligible pupils who attend a JVS, with a floor of 15 percent and a ceiling of 35 percent.
14. Provide authority for a superintendent to serve two school districts.
15. Authorize that both county board members and local board members within a county school district may be represented on a joint vocational board of education when the county board yields its membership to the local boards and when there is a majority agreement of all member boards of education within a joint vocational school district, including the county boards.
16. Consider the establishment of a statewide collective bargaining unit. (The State Board of Education will forward additional communications on this issue by March 1, 1991.)
17. Permit a student to attend a vocational program outside of the vocational education planning district (VEPD) in which he or she lives, but in a contiguous VEPD, if necessary to have access to a program that is not offered in the home VEPD. The tuition or service fee would be the responsibility of the school district of residence. Any transportation within the borders of the school district of residence would be the responsibility of the parents or guardians.
18. Authorize the parent of a nonpublic student to negotiate with a contiguous district to have a child transported to a nonpublic school if the 30-minute limitation is exceeded in the home district.

THE STATE BOARD OF EDUCATION WILL ENHANCE ITS AUTHORITY TO DEAL WITH EDUCATIONAL ISSUES

The State Board of Education, as the constitutionally established governing board of primary and secondary education in Ohio, needs additional authority to act in certain educational matters. The State Board of Education, in its policy and arbitration capacity, can more effectively deal with issues if it is granted broader authority.

To achieve this goal, the following recommendations are:

1. Clarify that State Board of Education action on land transfers is final and not subject to appeal.
2. Expand authority of State Board of Education to resolve land transfer requests by permitting the board to split parcels, to require a district to permit students to remain in a district tuition-free until they graduate, and to stipulate that no money would follow an annexation of land from a suburb for a specified number of years.
3. Modify the Ohio Revised Code so that State Board meetings can be held in other places than the office of the Superintendent of Public Instruction and devise a procedure for calling the meetings elsewhere.
4. Amend Section 3301.04 of the Revised Code so that a special meeting of the State Board may be called by either the State Board president or a majority of the State Board members.
5. Eliminate the present dual standard which exists between the requirements of commercial driver education programs and the minimum standards set for public-school driver-education programs by the State Department of Education and place responsibility for the authority over all driver education for students between the ages of 16 and 18 under the jurisdiction of the Department of Education.
6. Provide the State Board with authority to suspend certificates.
7. Integrate the education improvement fund into the regular general revenue fund.
8. Consolidate the Education Improvement Commission and the Office of Education Accountability.
9. Provide waiver of copyrights held by publishers and grant automatic permission for the reproduction of texts and supplemental materials in Braille, large print or sound recordings.
10. Authorize a "regents"-type exam and establish a "regents" seal for the diploma of those passing the exam.
11. Eliminate the differentiated diploma.
12. Authorize the Ohio State School for the Deaf and the Ohio State School for the Blind to administer the proficiency tests under the rule promulgated by the State Board of Education, and provide that diplomas/certificates be granted. Such diplomas/certificates will be signed by the Superintendent of Public Instruction and the superintendent of the School for the Blind or the School for the Deaf.

13. Expand the authority of the Ohio Department of Education to monitor any loan district.
14. Provide $11,648,400 in FY92 and $11,854,700 in FY93 for the implementation of the Management Information System.
15. Increase the appropriation for Emergency Medical Services (EMS) to $1,521,000 to cover the cost of operation in the current fiscal year or transfer EMS to another agency.

THE EDUCATION SYSTEM WILL FOSTER LIFELONG LEARNING

Education does not end with a high school diploma or with a postsecondary degree. Education throughout adult life is crucial for an informed citizenry and a vital democratic nation. Adult education is important not only for the increased knowledge and skill it imparts to the adult participants, but also as a model for youth of the value of education for them in the present and for the future.

To achieve this goal, the following recommendations are:

1. Provide $17,000,000 in FY92 and $18,000,000 in FY93 for post-secondary vocational education.
2. Provide an inflationary increase in Vocational Education-Adult Education.
3. Include adult enrollment in secondary vocational education programs toward meeting the unit minimum enrollment standard for unit funding.

State Board of Education of Ohio

BUDGET REQUEST INFORMATION

Proposed Budget

LINE ITEM		FY90-FY91 BIENNIAL APPROPRIATION	FY92-FY93 BIENNIAL REQUEST	DIFFERENCE	PERCENT CHANGE
501	School Foundation Basic Allow.	4,139,055,783	5,227,491,392	1,088,435,609	26.2
502	Pupil Transportation	287,709,259	352,631,680	64,922,421	22.5
503	Bus Purchase Allowance	52,030,980	60,000,000	7,969,020	15.3
504	Special Education	880,043,051	1,179,188,735	299,145,684	33.9
505	School Lunch Match	18,855,036	18,880,776	25,740	.1
506	Spec. Ed. Multipiy Handicapped	400,000	500,000	100,000	25.0
507	Vocational Education	570,816,864	710,082,689	139,265,825	24.3
508	Disadvantaged Pupil Pgm Fund	80,262,840	112,000,000	31,737,160	39.5
509	Adult Basic Education	13,601,897	14,084,792	482,895	3.5
510	Educational Television	8,724,162	8,762,518	38,356	.4
511	Auxiliary Services	140,818,658	188,085,485	47,266,827	33.5
512	Driver Education	11,762,657	11,854,564	91,907	.7
514	Post-Secondary Voc. Ed.	23,311,312	35,000,000	11,688,688	50.1
515	Adult High School	1,049,659	1,525,000	475,341	45.2
516	Urban Demonstration Projects	6,781,648	7,775,052	993,404	14.6
518	Summer Honor Student Institute	1,450,000	2,000,000	550,000	37.9
519	Educational Media Centers	1,416,255	1,569,925	153,670	10.8
520	DPIA	449,196,455	482,514,059	33,317,604	7.4
521	Gifted Pupil Program	32,901,565	81,887,440	48,985,875	148.8
522	Career Development	11,500,000	16,000,000	4,500,000	39.1
523	Adult Vocational Education	11,194,495	11,966,860	772,365	6.8
524	Educ. Excellence & Competency	2,521,812	4,250,000	1,728,188	68.5
526	Voc. Educ. Equipment	11,397,138	11,497,138	100,000	.8
527	Teacher Development	3,600,000	10,000,000	6,400,000	177.7
528	Educ. Mobility Assistance	1,500,000	9,000,000	7,500,000	500.0
532	Nonpublic Admin. Cost Reim.	30,427,820	40,641,143	10,213,323	33.5
533	Early Childhood	523,484	1,000,000	476,516	91.0
534	Desegregation Costs	74,164,968	71,400,000	-2,764,968	-3.7
535*	Site Based Management	0	3,000,000	3,000,000	NEW
536*	Peer Review	0	6,000,000	6,000,000	NEW
537*	Individual Growth Inservice	0	12,200,000	12,200,000	NEW
538*	Magnet School Incentives	0	7,000,000	7,000,000	NEW
539*	National Science Foundation	0	2,000,000	2,000,000	NEW
540*	School Service Agency Collabor.	0	1,000,000	1,000,000	NEW
541*	Technology Communic. Study	0	250,000	250,000	NEW
542*	Implement Communication Study	0	15,600,000	15,600,000	NEW
543*	Handicapped Transportation	0	73,320,000	73,320,000	NEW
544*	Education Programs In Hospitals	0	2,000,000	2,000,000	NEW
545*	Capital Exp. Equaliz. Program	0	200,000,000	200,000,000	NEW
546*	Math/Science Res. Schl. Plan'g	0	100,000	100,000	NEW
547*	Math/Science Res. Schl. Const.	0	10,000,000	10,000,000	NEW
548	Teacher Education Loans	2,493,075	4,250,000	1,756,925	70.4
549	County MR/DD Special Educ.	73,833,100	0	-73,833,100	-100.0
551	Reading Recovery	3,160,000	3,320,000	160,000	5.0
552	County MR/DD Vehicle Purchase	2,212,494	7,000,000	4,787,506	216.3
553	County MR/DD Trans. Operating	11,527,466	12,500,000	972,534	8.4
554*	Textbook Subsidy	0	17,952,000	17,952,000	NEW
555*	Science Equipment Subsidy	0	20,400,000	20,400,000	NEW
556*	Leadership Academies Inservice	0	2,200,000	2,200,000	NEW
557*	Leadership Academies Preservice	0	1,200,000	1,200,000	NEW
559*	Regular After School Tutoring	0	1,000,000	1,000,000	NEW

Legislative Recommendations

LINE ITEM		FY90-FY91 BIENNIAL APPROPRIATION	FY92-FY93 BIENNIAL REQUEST	DIFFERENCE	PERCENT CHANGE
561*	Alt Pgm for Discipline Problems	0	1,500,000	1,500,000	NEW
562*	Inschool Suspension	0	1,500,000	1,500,000	NEW
563*	Troubled Youth Res. Ed. Center	0	15,100,000	15,100,000	NEW
576	Technology Center	200,000	0	-200,000	-100.0
577	Preschool Hndcpd & Supr Unit	23,310,414	93,596,910	70,286,496	301.5
589	Educational Aides for Spec Ed	2,000,000	12,000,000	10,000,000	500.0
590*	School Community Councils	0	3,000,000	3,000,000	NEW
591*	Grade 8 Career Test. & Passport	0	4,000,000	4,000,000	NEW
592*	Modernization of Voc. Ed. Pilot	0	1,000,000	1,000,000	NEW
593*	Parenting Programs	0	6,000,000	6,000,000	NEW
594*	Restructuring School Districts	0	17,305,000	17,305,000	NEW
SPECIAL PURPOSE					
401*	Modernization of Voc Ed Admin.	0	587,622	587,622	NEW
407*	Head Start Administration	0	360,000	360,000	NEW
412	Driver Education Administration	313,111	364,948	51,837	16.5
413*	School/Business Partnership	0	522,000	522,000	NEW
414*	Tracking College Prep. Grads.	0	180,000	180,000	NEW
415	Economic Education	660,905	950,000	289,095	43.7
416	Vocational Education Match	4,056,598	5,076,858	1,020,260	25.1
418	Inservice Teacher Training	849,187	1,562,938	713,751	84.0
419	Pre-Service Teacher Training	13,102,018	14,469,832	1,367,814	10.4
422	School Management Assistance	1,035,234	1,156,426	121,192	11.7
424	Simulation System	890,773	1,042,787	152,014	17.0
426	Uniform School Accting Network	20,311,697	23,032,500	2,720,803	13.3
427	Tech. Asst. for Educ. Mobility	106,693	323,652	216,959	203.3
435	Missing Children	305,323	342,024	36,701	12.0
436	Emergency Medical Services Pgm	69,115	3,042,000	2,972,885	4301.3
437	Student Proficiency	4,768,000	5,961,000	1,193,000	25.0
439	State Takeover	100,000	400,000	300,000	300.0
441	American Sign Language	500,000	600,000	100,000	20.0
446	Management Information System	7,200,000	23,503,100	16,303,100	226.4
447*	GED	0	2,225,250	2,225,250	NEW
449*	School/Social Service Collabor.	0	200,000	200,000	NEW
EDUCATION IMPROVEMENT FUND GROUP					
801	Modernization of Vocational Ed	150,000	0	-150,000	-100.0
802	Dropout Prevent/Intervention	21,000,000	34,100,838	13,100,838	62.3
803	School Bldg Incentive	1,000,000	2,152,500	1,152,500	115.2
804	3rd Grade Guarantee	2,000,000	4,000,000	2,000,000	100.0
805	Summer Education and Work	1,000,000	1,107,450	107,450	10.7
806	Adolescent Pregnancy	2,038,750	3,250,000	1,211,250	59.4
807	Headstart	19,260,544	35,640,000	16,379,456	85.0
808	Career Enhancement	2,030,000	2,360,000	330,000	16.2
809	Public School Preschool	19,260,544	66,000,000	46,739,456	242.6
810	Entry Year Programs	2,500,000	15,000,000	12,500,000	500.0
811	Classroom of Future	3,000,000	16,739,175	13,739,175	457.9
812	Education Research and Devel	9,700,000	17,000,000	7,300,000	75.2
813	Summer School Remediation	3,000,000	4,243,200	1,243,200	41.4
814	Community Literacy Program	2,000,000	2,812,500	812,500	40.6
815	Public/Private Match Grants	2,000,000	4,305,000	2,305,000	115.2
DEPARTMENT OF EDUCATION		21,637,844	26,659,171	5,021,327	23.2
GRAND TOTAL		7,151,600,683	9,550,155,930	2,398,555,247	33.5

NOTE: 1) Line items 501, 504 and 507 include funds from Lottery Profits Education Fund Group.

2) New line items in the next biennium are identified with an asterisk.

3) Line item 549 is consolidated with line item 504 in the budget request.

State Board of Education of Ohio

Combining Budget Line Items into Certain Groups and Entitlements

The following groups contain 2 or more similar existing or new line items:

		FY92	FY93
502	Pupil Transportation	171,190,800	181,440,880
	553 - County MRDD Transportation Operation	6,000,000	6,500,000
	543 - Handicapped Transportation	35,438,000	37,882,000
	Total	212,628,800	225,822,880
503	Bus Purchase	28,800,000	31,200,000
	552 - County MR/DD Vehicle Purchase	3,000,000	4,000,000
	Total	31,800,000	35,200,000
504	Special Education	580,392,695	598,785,405
	549 - County MRDD Special Education	0	0
	589 - Education Aides for Special Ed.	6,000,000	6,000,000
	Total	586,392,695	604,785,405
507	Vocational Education	349,231,411	360,851,278
	514 - Post Secondary Vocational Ed	17,000,000	18,000,000
	522 - Career Development	8,000,000	8,000,000
	523 - Adult Vocational Ed.	5,866,108	6,100,752
	592 - Modernization Voc. Ed. - Pilot Projects	500,000	500,000
	Total	380,597,519	393,452,030
509	Adult Basic Education	6,707,044	7,377,748
	814 - Community Literacy	1,250,000	1,562,500
	Total	7,957,044	8,940,248
510	Educational Television	4,381,259	4,381,259
	541 - Technology Communication Study	250,000	0
	542 - Implement Communication Study	0	15,600,000
	Total	4,631,259	19,981,259
511	Auxiliary Services	92,198,767	95,886,718
	532 - Nonpublic Adminis. Reimbursement	19,922,129	20,719,014
	Total	112,120,896	116,605,732
519	Educational Media Center	758,418	811,507
	554 - Textbook Subsidy	8,800,000	9,152,000
	555 - Science Equip Subsidy	10,000,000	10,400,000
	Total	19,558,418	20,363,507
521	Gifted Pupil Program	32,203,720	49,683,720
	518 - Summer Honor Student	1,000,000	1,000,000
	547 - Math/Science Res. Construction	0	10,000,000
	546 - Math/Science Res. Plan	100,000	0
	Total	33,303,720	60,683,720
527	Teacher Development	5,000,000	5,000,000
	810 - Entry Year Program	7,500,000	7,500,000
	537 - Individual Growth Ins.	6,600,000	5,600,000
	556 - Leadership Academic Ins.	200,000	2,000,000
	557 - Leadership Academic Pres.	200,000	1,000,000
	Total	19,500,000	21,100,000

593	Parenting Programs (new line item)		
	Parents as Teachers Program		
	(Formerly a set aside in 812 Research & Development)	750,000	750,000
	Training Ohio's Parents for Success		
	(Formerly a set aside in 812 Research &Development)	750,000	750,000
	EQUALS (new line item)	1,000,000	2,000,000
	Total	2,500,000	3,500,000
594	Restructuring School Districts	7,600,000	9,705,000
	535 - Site Based Management	1,000,000	2,000,000
	536 - Peer Review	3,000,000	3,000,000
	538 - Magnet School Incentives	2,000,000	5,000,000
	540 - School Service Agency Collaboration	500,000	500,000
	590 - Community Councils	1,000,000	2,000,000
	815 - Public/Private Match	2,100,000	2,205,000
	803 - School Building Incentive	1,050,000	1,102,500
	Total	18,250,000	25,512,500
415	Economic Education	450,000	500,000
	413 - School Business Partnership	260,000	262,000
	Total	710,000	762,000

The following entitlement is a combination of existing and new budget line items to be distributed as a per pupil grant for one or more designated purposes on an equalized basis. 50 ADC pupils or at least 5% ADC population will trigger an entitlement. Funding will be based on a per ADC pupil amount and then equalized on the basis of each district's wealth per pupil.

508	At-Risk Improvement Program		
	(Includes old Disadvantaged Pupil Program Fund)	56,000,000	56,000,000
	516 - Urban Demonstration Program	3,702,406	4,072,646
	551 - Reading Recovery	1,660,000	1,660,000
	802 - Dropout Prevention	15,896,750	18,204,088
	804 - 3rd Year Guarantee	2,000,000	2,000,000
	805 - Summer Ed & Work	535,000	572,450
	813 - Summer Remediation	2,080,000	2,163,200
	544 - Educational Programs in Hospitals	1,000,000	1,000,000
	559 - Regular After-School Tutoring	500,000	500,000
	561 - Alternative Program for Discipline Problems	750,000	750,000
	562 - In-School Suspension	750,000	750,000
	Total	84,874,156	87,672,384

Ohio Department of Education

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An Equal Opportunity Employer